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ABSTRACT

In the program described in this paper, a faculty member of color would be hired as a journalism instructor and counselor. As instructor, he would teach a regular beginning writing class and, as a counselor, he would set up group activities with students of color. The two main factors in the program are the instructor-counselor and the group. Other factors are that students of color must meet regular academic requirements, students of color are not stigmatized by the program, and the program can be successful on a very low budget. Strong evidence that the suggested program works are the facts that the enrollment for students of color at Wisconsin increased from 2 to 50; the students make better than average grades; and most of all, they graduated and are qualified for good jobs in journalism. (RB)

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PROPOSED MODEL FOR IMPROVING EDUCATIONAL AND PROFESSIONAL OPPORTUNITIES FOR JOURNALISM STUDENTS OF COLOR IN A PREDOMINATLY WHITE UNIVERSITY

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PROGRAM

Many Black journalists should greet Stokeley Carmichael with a warm Black power handshake. For it was Stokeley who gave many of them their jobs. When Stokeley started shouting Black power, the white press heard him. But when they sent reporters to get a story, Stokeley's shouts ceased. He told them he wanted to talk to Black reporters. Suddenly the coffee boy became a reporter. The secretary became a reporter. And at the Chicago Tribune, which had no Black reporters, a young Black policeman with a high school diploma became a reporter. Long after Stokeley stopped shouting Black power, many of these Black reporters still have their jobs. The Black policeman is now bureau chief of Time magazine in San Francisco.

The media were caught short of minority reporters.[1] Many media officials said, "We would hire them, but we can't find any."[2]

A look at universities showed that there were few if any Blacks in journalism.[3] Most Black universities did not have Journalism Schools; and most white universities with Journalism Schools had few students of color. Almost a decade after Stokeley's shouting this is still the case.[4] There is a meager number of Black students in journalism.[5]

However, Stokeley and the race riots of the late 60's pointed out to Blacks the power of the media and what little power they had in them.[6] This spurred many young Blacks to want to go into communications.[7]

It is the purpose of this paper to give suggestions for improving educational and professional opportunities for journalism students of color in white universities.[8]

In the program, a faculty member of color is hired as a journalism instructor and counselor. As an instructor the journalist would teach a regular beginning

writing class; and as a counselor he would set up group activities with students of color.[9] These activities would be geared to help students educationally and professionally.

The two main factors in the program are the 1) instructor-counselor and 2) group. Other factors in the program are:

--students of color must meet regular academic requirements.[10]

--students of color aren't stigmatized by the program.[11]

--the program can be successful on a very low budget.[12]

A specific program with students of color is suggested, because in addition to these students having the same kinds of needs as other students---scholarship, tutoring and counseling---these needs are usually greater and they have even more specific needs.[13]

Because of the type of society Black students have had to grow up in, they may ask:[14]

--Why go to journalism school if you see few if any Black journalists?

--You've constantly been told that Blacks don't talk "right".

--You'd probably be the only "one" in the department.

--You slid through a poor high school and that journalism stuff seems pretty intellectual.

--There are no Black journalism instructors and if you run into some types of problems, those white professors just won't understand you.[15]

And so with this, and even more running against you, it's better for you to get into something open--for Blacks--like teaching and phy ed.

All of this adds up to a low self-concept that many Black students have of themselves as a journalist. To illustrate this, one Black sophomore asked me on the first day of class, "Are you really going to teach me how to write?" One of

his first stories was a poorly written description of his cousin who had died of an overdose. Now a junior, and a good writer, the student is one of the youngest interns Associated Press has hired in a special minority program.

When special programs for students of color are suggested, it seems fashionable today to cry "reverse discrimination." This is fine...except there is no such thing as reverse discrimination. Discrimination is discrimination no matter who does it.

If a Black student can't get a job because he is Black, that's discrimination. If a white student cannot get a job because he is white, that's discrimination. To call it reverse discrimination is to say that only one group has the right to discriminate, and when another group does it, it's "reverse discrimination."

It must also be stressed that it was discrimination in the first place, and the resulting low quality public education for Blacks, that made it necessary to set up special programs.[16] And even if some programs lower the academic entrance standards for some students, these students are going to have to work extra hard---because they're going to have to meet the same graduation requirements.[17] [18] And they aren't asking that they shouldn't meet the same requirements; they know they'll have to be equally prepared to compete in the job market.[19] [20] But they are asking for programs to help them make it through universities.[21]

With just a little effort, journalism schools can set up programs that will not only increase the number of students of color, but will also meet the student's specific needs.

This paper will present general guidelines for setting up a program for students of color, as well as discuss the University of Wisconsin's program that the author helped to establish in 1969.

Since most of the students of color in the University of Wisconsin Journalism

School are Black, the word "Black" will be used in referring to students in the program. But, this program can be adapted for other ethnic groups. However, it is important that educators do not lump all students of color into one bag, because the diversified cultures of minority ethnic groups means that the students will have different needs. For example, Black students in a state university will have different needs than Indian students in a small private college.

Since students have indicated a distaste for such terms as "disadvantaged" (it promotes a negative self-concept), "culturally deprived" (they have a different culture), and "minority" (non-whites are a world-wide majority), the term "students of color" will be used.

The information in this paper, for establishing a program to improve educational and professional opportunities for students of color is based on the author's 10 years experience in the UW School of Journalism and Mass Communication---6 years as a student and 4 years as an instructor-counselor. Suggestions are also based on the author's professional experience in both broadcast and print media and Ph.D. study in Mass Communications and educational Psychology.

One proof that the suggested program works is that the enrollment for students of color increased from 2 to 50; the students make good grades (1/2 of the juniors and seniors have a 3.0 or better average); but most of all they graduate (21 graduates since 1969, 13 B.A.s; 8 M.A.s; [none were included in B.A. figures], 0 Ph.D.) and are qualified for good jobs in journalism.

COUNSELOR

The three essential qualifications for the instructor-counselor are that the person is Black; a working journalist, and can teach a beginning writing class.

First, an explanation should be given as to why the counselor should be Black; for to say that students can better identify with another Black person is perhaps too simple an answer for some people.

For example, it's conceded that there are some Blacks that Black students will not be able to identify with; and there are some whites that Black students can identify with.[1]

A close look at the background of beginning Black students in white universities indicates that the "identity" factor can be very crucial for their college survival.[2]

Many students fall into two extremes in their relationship to white people. The students feel they are too academically inferior to deal with a white person; or they feel they can make it without any help from their "white oppressor."

For example, Carla felt very uncomfortable about talking with, much less questioning her white professors. So, when she got an F from a big, gruff-mannered professor, she came to my office and said that she couldn't understand why she had gotten an F in the course. I asked her if she had asked the professor why she had gotten an F, and she hung her head and said no. When I asked the professor, he checked his grade book and said it must have been a clerical error. Her grade was changed.

At the other extreme was Fred, a Black student who cried "racism" every time he got a low grade. I asked him, "Fred, did you go to class? Fred, did you read the book? Fred, how did you do on your final project?" He looked at me and we both knew that he didn't need to answer.

And then there's the student in the middle who can deal with Black or white folks, but dealing with a Black counselor would just be easier.

It also seems easier for a Black counselor to differentiate ethnic need and ethnic cop-out.[3] For example, a Black junior, with top grades, told a professor that she was leaving school because the "social pressures" were too great for her. He told her he understood. And why wouldn't he. After all, most studies show that Blacks on white campuses often have overbearing "social pressures."[4] Translated this usually means they have little or no social life---"there ain't enough partying."

When I heard the student was leaving, I called her in her home town and asked her what time does the next bus leave for Madison. "I don't know," she said. "Well, find out and be on it," I snapped. "And don't give me any of that social pressure crap. You've got two weeks left in the semester, so have your social break-down then. I'll see you in my office tomorrow." She graduated this spring and sent me a thank-you letter.

The second qualification for the instructor-counselor is that the person should be a working journalist. The journalist can serve as a "model" and can "fill in the blanks" between the classroom and the newsroom.

In other words, from personal experience, tell students what it takes to be a good journalist.[5] The journalist can tell the withdrawn student, "Look, you can be withdrawn if you want to, but there's no such thing as a shy reporter. If you're going to write, you're going to have to get your information to write, and in order to do that, you're going to have to speak up! There's no such thing as going to your city editor and saying I didn't get my story because I was kinda embarassed to ask questions."

And the journalist can tell the super-Black student, "It's fine for you to use street language and demand to be taught 'relevant' journalism for Blacks; but

if you can't write---you can't write Black or White."

The point here is the difference between skill and perspective. Before you can write from a Black or a white perspective, you must first know the basic writing skills.

The instructor-counselor should not just be a working journalist---but, a damn good one.[6] As a "model", students can look at the journalist and say, "Well, if they can do it, I can do it too." Black students would also tend to respect the instructor-counselor more if they knew the person as a top working journalist. Students are hep to when a Black is doing a lousy job and has just been put in to fill a quota.

For example, in Madison, FCC licensing time was coming up, and several charges were brought against a TV station. One charge was that it did not have enough Blacks. Another charge was that it did not have enough local programming. So the station fixed that.

The station hired a nice older Black man who has to look at a cue card to say "My name is..."; and they hired a brilliant young Black kook to do his "thing." His thing was rather creative---like playing jazz behind silent war clips---but sometimes it was hard to tune in on his wave length; it seemed like you were just watching far-out hodge podge. The station also threw in a Black woman who sometimes did rather nonsensical features just to fill time in a drawn-out "news" show.

The station really didn't seem to care if the Blacks did a lousy job. They were filling their quota. But in reality, what the station was doing was reenforcing negative concepts of Blacks as journalists. Instead of making suggestions for how the journalists could improve, they would let them go on the air looking bad. So, people would say, "See, Blacks aren't too good in journalism!"

But Blacks cannot only be good in journalism, they can be great and it's up to the instructor-counselor to help the students have a positive self-concept of

themselves as journalists; and to reenforce this attitude by making sure the students get whatever help is needed so they master the skills and develop the perception of good journalists.

In addition to the roles of instructor and counselor, the journalist will probably act as a buffer between Black students and white professors. For example, some professors, who don't want to seem as if they're picking on a Black student,[7] will stop the instructor-counselor in the hall and say, "So-and-so hasn't been coming to class too regularly."

The instructor-counselor will look concerned and say, "Well, I'll talk to so-and-so." So-and-so will probably say, "Other students don't come to class but the professor doesn't know it. I just stick out like a fly in buttermilk."

This "buffing" role can be helpful as long as the instructor-counselor doesn't become a dumping ground for problems. And if he feels that he is, he can quickly put an end to it by telling the professor, "Well, you should tell so-and-so that he should come to your class!"

In addition to avoiding the "dumping ground" role, the instructor-counselor should avoid taking on administrative duties that are already being done well. For example, counseling about graduation requirements or filling out federal forms on minorities. The counselor's duties should be on a direct contact basis with students and setting up new activities. As much as possible, the instructor-counselor should hook-up with existing programs.[8] For example, at Wisconsin journalism students must pass an English usage test. The instructor-counselor should not try to teach English usage. Instead, group tutoring sessions could be taught by the regular English usage tutor.

The third qualification for the instructor-counselor is that the person should be able to teach a beginning writing class.[9] [10] This would put the instructor-counselor on a more equal status with colleagues; and students could benefit from

the journalist's professional experiences and writing ability.

To learn how to teach writing, the journalist will need to review the journalism school's course objectives, syllabi and teaching materials. The journalist can then use or adapt this information to teach writing classes.[12]

Classes would be easier to teach and the students may learn more, if the journalist has some knowledge of group dynamics.[13] [14] Awareness of group dynamics would also be invaluable for work with the minority student group.[15]

Minority students will not necessarily flock to the Black instructor's class because they feel they have a "guaranteed easy A." One reason the students won't flock to the class is because Black instructors are often harder on Black students because they know it's going to be harder on them when they get out.

Two other reasons are that (1) the Black student thinks that a white instructor is a better teacher; (2) the student chooses his class by the time it meets, not by the instructor.

In summary, the qualifications of the instructor-counselor should include that the person is Black, a competent working journalist, and has some knowledge of group dynamics.

In listing the job qualifications I purposely did not recommend that the journalist's academic credentials include a degree in journalism nor that the person even have a college degree.[16] A college degree would be helpful but not essential. The job duties do not require it. If the person is a top journalist, can teach writing, and can relate to students, a college degree needn't be required.[17]

Now, there are specific university rules for faculty qualifications, and if the applicants can go through the regular university route, this of course would be best. However, since this person's expertise will be professional experience and personality, the departmental chairman should look around for that special

"title" that this person would fit. For example, the University of Wisconsin has the title "Lecturer" that is a special tenure track, but would cover a position such as the instructor-counselor.[18]

The instructor-counselor should report directly to the departmental chairman. This way, administrative and departmental policy errors could be avoided and the departmental chairman and the instructor-counselor can be more mutually supportive. For example, since Howard University established its journalism school three years ago, it has held an annual careers conference for Black journalism students. The first year, it was suggested that the UW students go so they could not only help set up a national Black journalism group, but also so they could attend the lectures and workshops that were being held by Black journalists. The student group raised the money to go by asking media and civic organizations to sponsor a student. We skipped the second conference, but decided that our students should go to the third annual conference because it would be one of their best opportunities for job interviews. This time, instead of trying to raise the money and then telling the chairman we were going to the conference, I told him about the conference and he suggested that he and I ask the Evjue Foundation (a newspaper memorial fund) for the money to send our graduating seniors. The foundation readily gave us the $1,000 we requested. It's this kind of mutual help, that enables the department to have a successful program to improve educational and professional opportunities for students of color.

For any type of special program for minorities to be successful, the program has to have a real commitment and high priority from the administrative head of the department.[19] Others in the department will take a cue from the chairman in at least relaying their overt attitude toward the program.[20] One reason that that Wisconsin has had such a successful program is because the chairman of the UW School of Journalism and Mass Communications, Harold L. Nelson, has made such a commitment.

There are several options for finding persons to fill the instructor-counselor position. Three suggestions are:

-a recent graduate (2-3 years) from the department

-a journalist from the local media

-a journalist who is nearing retirement

The best option is to recruit a recent graduate. This person would be familiar with how the department operates; and would also have graduated recently enough to have retained a sort of natural student empathy. A recent graduate may also find the position especially attractive if the graduate has decided to specialize and perhaps wants to pick up a degree in an area such as environmental law. Many universities will allow their staff members to take one course a semester. One disadvantage of this option is that it may be hard for the journalist to become a colleague instead of retaining the student status.

The second option, that the instructor-counselor be selected from the local media, has the advantage of the journalist being familiar with the local news and contacts. The journalist could use local news in teaching assignments; and would have the contacts to set up internships during the school year for the students of color.[21] Another advantage of this option is that it might get around the fact that many successful Black journalists want to continue as working journalists instead of teaching. However, they may have a gnawing feeling to want to help their Black brothers and sisters and teaching young Black journalists might be one way for them to get rid of that ache; they could take a leave of absense and teach for the school year and return to their jobs as working journalists during the summer months. It's not necessary to have the program during the summer since most students of color have to work to get the next year's tuition. The main disadvantage to this option is that in many cities, there are no Blacks in the local media, and if there are one or two, they may not be the caliber or personality-

type that is needed for the instructor-counselor position.

The third option is to recruit a journalist who is nearing retirement. The person's experience as a working journalist would be invaluable. One disadvantage is that the journalist might be too conservative for many students and it might be hard for the journalist to identify with many of the student's social and personal adjustments.

There are additional options for recruiting an instructor-counselor, and the above options can be combined in several ways. Three options to avoid are:

-Do not make this a part-time position. With teaching, group activities, and extensive office hours for individual counseling---it's a full-time job.

-Do not have a graduate student take on the job in return for grant money. Many graduate students will not have the professional experience that is needed, and their first priority will be to get themselves through school, not someone else.

-Do not separate counseling from teaching, e.g., One person tutors students of color and another person counsels them.

The main point is to keep the recruiting for the position flexible enough and give it a high enough priority that the program doesn't fall through because the department could not find "One"---a faculty member of color.

RECRUITING

There was little need for the instructor-counselor to set up an elaborate recruiting program at Wisconsin.[1 2] Just the fact that the School had a special program not only attracted incoming freshmen, but attracted students who were already at the university and had not yet decided on a major or wanted to switch majors.[3]

For students of color, it's not a question of convincing them that journalism is a field that they should go into. Instead, it's a matter of convincing them that they can become good journalists and that they can get a job in journalism.

In recruiting students of color, the first thing the instructor-counselor should do is hook-up with the university's regular recruiting channels. Many universities have two recruiting programs, one for all students, and one specifically aimed at minority students. For the regular recruiting program, the instructor-counselor should ask the recruiters to hand out brochures that explain the journalism school's program for students of color.[4] For the minority recruiting program, not only should the brochures be handed out, but when recruiters go to speak at Black schools, Black journalism students should go along to explain and answer any questions about the journalism program.[5]

In high schools, recruiters should not just go to specific classes such as English or speech classes for recruits. Instead, the recruiters should hold school-wide meetings. For example, at Wisconsin, one of our top journalism seniors is a high school and college football star.

In addition to the regular recruiting routine, the instructor-counselor should visit inner-city writer's workshops, the Black media, Black churches (the woman who writes the church bulletin always wanted to be a reporter), and Black theater groups.[6]

After the first year of the program, the instructor-counselor will probably have as many students as one person can handle. The number of students in the UW

program increased from 2 to 50 in four years. The only year that we actively recruited was the first year.

If the instructor-counselor lets students know "Look, you can come to this school and leave as a journalist and all you got to do is go to class and make your grades; and in return, you get scholarship help, tutoring, a few media field trips, internships, and a shoulder to cry on..." you can bet that that greatest form of communication yet--the grapevine--will carry the message. You won't need to recruit.

GROUP

It's the "group" thing that really makes the program a success--and if the instructor-counselor has had even an introductory course as a facilitator in group dynamics, this can get a good group going. The group should have a name, membership list, officers, meetings, and official departmental and university status.

The students should try to select a name that is not only short and catchy, but identifies them as journalism students of color.

The UW group selected the name "Association of Students of Color in Mass Communications." (SCMC)

Membership in the Association should be open to all undergraduate and graduate students of color in journalism. Students can join the Association when they are freshmen. This is important, because it is the "group" that helps to keep many of them in journalism.

On the graduate student level, there are very few journalism students of color, and those that are in the school find it difficult to play the journalism "Big Brother" role. At Wisconsin, there are several reasons why they can't play this role:

-No journalism undergraduates have gone on to graduate school.
-Journalism graduate students do not have undergraduate degrees in journalism.
-Graduate students have little, if any, experience as working journalists.
-Many graduate students want to be researchers; while many undergraduates want to be reporters.

In addition to the Association being open to journalism students, other students should be allowed to join the group; however, this should not be encouraged and these students should not be counted as part of the number of students of

color in journalism.

Non-journalism students usually join the group to work on a specific project such as the Black newspaper or radio show. Two reasons they join are (1) they want to articulate the Black perspective of their major, e.g., a history major does a "Famous Black People" feature on the Black radio show and (2) their department does not have a special minority program, e.g., the three producers of the Black radio show have all been from the Communication Arts department which has no minority program.

Other reasons the non-journalism majors give for wanting to belong to the journalism group are that they:

-Want to be a journalist, but do not want to major in journalism

-Want to continue using a journalistic skill that they have and do not need a journalism degree

-Want to see what journalism is all about

-Just want to belong to the group

All students in the group should be included in a membership list that is passed out among the group. Students on the list are called about the meetings and receive Association newsletters.

Officers in the group are actually chairmen of specific group activities such as scholarships, internships and guest lecturers. Students should be asked to volunteer for the positions.[1]

It is very important to have student chairmen of an activity because it not only gives them experience in obtaining information or setting up an activity, it also places the responsibility for the success of an activity on them.[2]

The chairmen should report to the instructor-counselor and to the group. By reporting to the instructor-counselor, the students can not only get help from the instructor-counselor with their project, but the two can also build a

rapport. By reporting to the group, the chairmen are not only under group pressure to produce, they also have a real sense of pride when they have done something to help the group.

The first organizational meetings should be once a week in the early evening and should be held in the Black student center. By being held in the center or an equivalent place, not only will students feel comfortable there, but the group meetings will attract other students.[3]

After about two or three organizational meetings, the group meeting place should be moved to the journalism typing classrooms. This will enable the group to have both a general business meeting and a skill workshop.[4 5] These workshops will include such skills as writing resumes, interviewing techniques, and applying for internships. Whenever possible, a student should present a skill workshop.

As the group becomes more cohesive, there will be less need for regular meetings. Instead, most of the meetings will become skill workshops. When a meeting is needed, students can call each other to let them know when the meeting will be held, e.g., a freshman will call all the freshmen, and a sophomore will call the sophomores, etc.

To replace the regular business meetings, the counselor can send out a monthly newsletter that includes such information as scholarship deadlines, workshop schedules, and praise for a student who just had a story published.

One thing the counselor should note is that attendance at the meetings is not the measure of a successful counselor. There will be some students who come to all meetings, some who come to none of the meetings, and some who will come every now and then.

The Association should be a regular registered university group. Students in the group should be encouraged to not only belong to the Association but to join other student and professional journalism groups.

There appear to be two main reasons why there is no stigma attached to the special program for minority students:

(1) They have to meet the same requirements as other students.

(2) Many of the things that the group gets, other students need and want.

ACTIVITIES

The following is a list of educational and professional activities that have been successful in the UW Journalism School Program with Students of Color. General guidelines for these activities are that they:

-require a small budget,

-are tied in with regular university programs,

-responsibility for the activities are placed on the students,

-where appropriate, the students receive course credit or work-study salary,[1]

-different activities are emphasized each year.

The first year, the program emphasized scholarships, skill workshops and guest lecturers. The emphasis changed when the majority of the students had completed the basic journalism courses. The emphasis was then on obtaining internships and other professional experience. Since these internships provide invaluable experience, the students are encouraged to have at least one internship before they are graduated.[2]

Internships could create problems because they require a lot of the student's time. Two ways to alleviate this time problem is for the students to (1) receive independent study credit, or (2) receive work-study salary.[3] When the student receives independent study credit, the student makes a contract with the instructor-counselor to do a certain amount of work for a certain amount of course credit. Independent study credit is suggested for upper classmen who want to improve a specific skill. The instructor meets with individual students on a regular basis and supervises their work, e.g., one student contracted to do an interview a week for the Black campus radio show, and received three credits. In supervising his work, the instructor helped the student to develop: a sense for news, reporting skills, interviewing and delivery techniques, and tape editing. One disadvantage of independent study is that the instructor-counselor can usually handle no more than five students a semester.

The best type of internship is on a work-study basis. This type of internship not only gives the student experience, but helps to create internships; many employers who would not ordinarily hire students, will hire them on a work-study basis since the bulk of the student's salary is paid by the federal government.

It is very important that the students get course credit or work-study salary because if they don't, you have a program with built-in failure. For example, after the instructor-counselor constantly preached to the students, "Get experience! Get Experience! That's what employers want to see!", one student said, "I barely got in this university and I have to study all the time to stay here. I also got to work if I want to eat; there ain't no weekly allowances from daddy. So, between working and studying, where's the time for getting experience?" Course credit or work-study internships are one answer to his question.

One answer to the question, "How can one person teach and be responsible for all of these activities?" is that the responsibility for the activities for students of color is placed on them. E.g., a freshman from Chicago, Charles, said, "Lu Palmer really talks about some heavy stuff on his radio show. I wish he could come to talk to us." The instructor-counselor told Charles, "Lu Palmer can come; why don't you make the arrangements?" The instructor-counselor then told the group that Chicago journalist Lu Palmer was going to speak to them and that Charles was in charge of making the arrangements. When Charles didn't immediately make the arrangements, and the students started asking the counselor, "I thought Lu Palmer was coming?"; the counselor told them to ask Charles about it. Within a week, Charles had made the arrangements. Making arrangements for activities gives the student self-confidence from completing a task for the group, and also gives the student experience in developing reporting skills.

Students will handle the responsibility for an activity because of group pressure; wanting to look good to a faculty member; and feeling a need for the specific activity.

Before helping to set up any activities, the instructor-counselor should become very familiar with the university's general student services and specific services for students of color. The following list will include suggestions as to how the counselor can hook-up journalism activities with these services. Not only does this hook-up eliminate duplication of services and frees the instructor-counselor to do other activities, it keeps the budget for the program very low.

The only budget cost for the journalism school is for the faculty position. Other costs, that only slightly increase the budget, are for items already in the general budget such as postage for the newsletter and university car rental for field trips.

SCHOLARSHIPS

-The local media and professional groups should be asked to establish minority scholarships, e.g., the Wisconsin State Journal gave $1,000 each year to a student who had an internship with them and is now a staff reporter (all students of color with a 2.5 or better grade point average on a 4.0 scale) have received a scholarship.

SKILL WORKSHOPS

-Students with expertise should conduct some workshops.

-Journalists from local media should be invited to conduct some workshops.

-Role playing is a helpful technique to use in workshops to develop skills such as interviewing.

TUTORING

-For journalism courses, suggest that students first ask the course instructor or teaching assistant for help.

-For non-journalism courses, students are referred to tutoring services offered by general minority-student program.

-Instructor-counselor should follow-up to make sure student got tutoring help.

MEDIA TOURS

--Tours should include a question and answer meeting with media staff.

--When possible, there should be tours of local and nearby minority media.

--The UW group has toured the Wisconsin State Journal, the Capital Times, the Chicago Defender, the Chicago Daily News, and Johnson Publications.

GUEST SPEAKERS

--Request that the guest speakers' employer pay speaking expenses.

--Give a list of Black journalists to the regular university program directors and ask them to include Black journalists in their programs.

--Lectures should be open to the public; a special effort should be made to publicize the event to university and high school students of color and the local minority community.

--Former journalism students of color should be invited to talk to the group.

NATIONAL BLACK STUDENT GROUP

--Established at Howard University, Washington, D.C., 1971.

--Students established a Black newspaper exchange.

RESUME

--One of the first workshops should be for students to write a resume.

--The instructor-counselor should keep all resumes on file.

INTERNSHIPS

--Don't send students on an internship if they haven't had basic skill classes or equivalent experience.[4]

--Instructor-counselor should send out letters to media, city, non-profit organizations, and university departments to see if they could use the services of a student journalist.

--Students should be encouraged to keep a record of their job responsibilities and if

the internships were helpful.

--At Wisconsin the Madison Urban League wrote a proposal to help establish reporting internships at the two local papers.

BLACK STUDENT NEWSPAPER

--Instructor-counselor should not put out a newspaper, e.g. at Wisconsin a graduate student in journalism was editor of the black student paper.

--Newspaper positions should be open to all university students of color.

--The journalism group started a newspaper that was funded by the Afro-American Center; now that the center has closed, the students are seeking private funding and plan to work in conjunction with the general university program for students of color.

BLACK STUDENT RADIO SHOW

--Staff positions are open to all students of color.

--A two-hour weekly show, that includes news, interviews, features and music, is produced in the educational radio station studios and aired on their state-wide network.

BROCHURE

--Should be prepared by the students and should represent all students of color.

--At Wisconsin, the brochure was paid for out of general university budget for students of color.

STUDENT SURVEY

--Students should be asked to anonymously fill-out questionnaires that are designed to improve the minority program and get a general feel for their attitudes toward journalism.[5]

--Surveys should be kept on file.

JOB PLACEMENT

--The instructor-counselor should send out letters asking employers if they are interested in receiving resumes from graduation students of color.

--Howard University Careers Conference has been helpful in placing students.

--All graduating seniors have been listed with the AEJ referral service.

FOOTNOTES

[1]Report of the National Advisory Commission on Civil Disorders (New York: E.P. Dutton & Co., 1968), p. 384. "The journalistic profession has been shockingly backward in seeking out, hiring, training, and promoting Negroes. Fewer than 5 percent of the people employed by the news business in editorial jobs in the United States today are Negroes. Fewer than 1 percent of editors and supervisors are Negroes, and most of them work for Negro-owned organizations."

[2]Ibid., p. 385. "The plaint is, 'We can't find qualified Negroes.' But this rings hollow from an industry where, only yesterday, jobs were scarce and promotion unthinkable for a man whose skin was black. Even today, there are virtually no Negroes in positions of editorial or executive responsibility and there is only one Negro newsman with a nationally syndicated column."

[3]Ibid. "It must become a commitment to seek out young Negro men and women, inspire them to become--and then train them as--journalists. Training programs should be started at high schools and intensified at colleges."

[4]Edward J. Trayes, "Black J-enrollments increase, but important questions remain," Journalism Educator, July 1974, p. 44. "The basic problem of adequate minority participation in news media, particularly newspapers, certainly cannot be considered to be resolved."

[5]Ibid., p. 43. "These are major findings of a survey based on responses from 135 undergraduate journalism or communications programs in 47 states and the District of Columbia." "Of the 12, 516 junior and senior news-editorial and/or photojournalism majors included in the study, 681 or 5.4% are black. For 1968-69, just under 2% were black; in 1969-70, 3.2%; in 1970-71, 4.5%, and in 1971-72, just under 4.2%.

[6]Commission Report (1968), p. 384. "The journalistic profession has been shockingly backward in seeking out, hiring, training, and promoting Negroes. Fewer than 5 percent of the people employed by the news business in editorial jobs in the United States today are Negroes. Fewer than 1 percent of editors and supervisors are Negroes, and most of them work for Negro-owned organizations.

[7]Trayes, p. 43. "The proportion of black upperdivision news-editorial majors has almost tripled since 1968."

[8]Michael E. Bishop and James J. Mullen, "Vigorous recruitment needed to attract minority students," Journalism Educator (Minneapolis, Minn.: Association for Education in Journalism, 1974), p. 45. "Like many other institutions in America, the typical journalism school is open to a charge of racism. And each school will continue open to that charge until it does much more to expand its enrollment of minority group members."

[9]Helen S. Astin, Alexander W. Astin, Ann S. Bisconti and Hyman H. Frankel, Higher Education and the Disadvantaged Student (Washington, D.C.: Human Service Press, 1972), p. 241. "Indeed, the counseling process is the vehicle whereby the various supportive services can be organized into mutually reinforcing experiences."

[10]Bishop & Mullen, p. 48. "The authors suggest that journalism program administrators avoid being condescending to minority students. One of the stronger

elements emerging from our interviews was the stress on, 'Know who we are, but treat us as you do the rest'."

[11]Astin, Astin, Bisconti and Frankel, p. 30. "A policy that visibly distinguishes between the disadvantaged and the rest of the students may give the disadvantaged a sense of separateness and inferiority, which in turn hinders the learning process."

[12]Ibid., p. 30. "To alleviate the stigma of and opposition to remedial work, some programs have established a system in which only those students who want to take such courses sign up for them."

[13]Bishop & Mullen, p. 45. "Once they (minority students) have been brought to the campus, the journalism programs must seem alive and relevant to their needs, or these students will not stay."

[14]Commission Report (1968), p. 385. It is not enough, though, as many editors have pointed out to the Commission, to search for Negro journalists. Journalism is not very popular as a career for aspiring young Negroes."

[15]Trayes, p. 43. "Of the 1,152 full-time faculty positions reported, 15 or 1.3% are held by blacks." "Overall, about one of every 100 full-time journalism faculty is black."

[16]Astin, Astin, Bisconti and Frankel, p. 4. "The 1960's witnessed a new growth of social consciousness and conscience--in the United States. Higher educational institutions now find themselves challenged by an increased awareness of the discrepancy between democratic principle and national practice. Campus unrest and the black revolution have underscored our failure to provide adequate educational opportunities to the disadvantaged and minority population. In an attempt to 'do something fast' in response to the demand that latent talent be identified and developed, 'special programs' for disadvantaged students have proliferated;..."

[17]Ibid., p. 24. "Don't use indices to measure what students have learned but what they can learn."

[18]Ibid., p. 233. "It must be understood that disadvantaged students, once they are given the opportunity, work so hard to stay in college that their dropout and failure rates are actually lower than those of other college students."

[19]Ibid., p. 21. "We should not penalize students for their lack of preparation, but neither should we abolish all standards; to do so would be patronizing in that it would imply that the student is incapable."

[20]Philip R. Rever, Open Admissions and Equal Access, ed. (Iowa City, Iowa: The American College Testing Program, 1971), p. 93. "To admit everyone and then to give them passing grades or 'social promotion' to graduation, educationally defrauds those who are in the most need of fuller educational development."

[21]Ibid., p. vi. "We see the primary barrier to equal opportunity for all citizens not in access to higher education but in (a) lack of personal motivation for education among many youngsters from lower socioeconomic backgrounds and (b) the lack of

college instruction that is adapted to the different kinds of talents students bring with them to college."

[22]Bishop and Mullen, p. 48. "We are convinced that minority students having the potential for success in journalism are out there. They must be told of our interest. Often they must be assisted in attending. They must be taught relevant skills. Ultimately, they must be placed in demanding jobs."

FOOTNOTES - Section II

[1]Helen S. Astin, Alexander W. Astin, Ann S. Bisconti and Hyman H. Frankel, Higher Education and the Disadvantaged Student (Washington, D.C.: Human Service Press, 1972), p. 114. "While program participants felt that blacks were generally more capable of understanding their special needs, race was less important to them than were personal qualities e.g. ability to relate to students, devotion to learning, interest in the program, and commitment to minority groups and social change."

[2]Ibid., p. 95. "...one Midwestern college was located in a small white middle-class community which provided little with which black students could identify, and many of the black special students there expressed a feeling of loneliness."

[3]Ibid., p. 242. "As a black administrator...put it, 'Black staff often have an advantage over white in making greater demands on black students who are 'jiving' or don't seem to be motivated.'"

[4]Ibid., p. 27. "The counselor's major goal with respect to Black students should be to help them become integrated into the university, a difficult task considering the white-oriented social life of most universities."

[5]Richard G. Gray, "For '70s and beyond Hire 'eclectic' J-faculties," Journalism Educator (Minneapolis, Minn.: Association for Education in Journalism), January 1974, p. 9. "Several years of varied experience on a quality publication or broadcasting operation is normally the best way of providing the kind of attitude or mind that is necessary, if journalism education is going to relate meaningfully to the profession in teaching and research."

[6]Astin, Astin, Bisconti and Frankel, p. 245. "They (students) emphasize that staff members should be experienced and well-qualified."

[7]Ibid., p. 27. Some of the special dilemmas associated with counseling blacks: (1) hostility and distrust on the part of some students, (2) an overly close identification between the counselor and the student with a consequent reduction in effectiveness, and (3) guilt feelings on the part of the counselor that may lead to excessive indulgence or to condescension. One solution, is for counselors to concern themselves with the personality structures of their clients rather than with their race.

[8]Ibid. "Perhaps a greater number of qualified personnel should be recruited from the regular faculty, collaborating with black staff members to serve students."

[9]Ibid., p. 75. "Teaching ability and competence in particular fields were also highly valued. To some extent, respondents (students) felt that teaching ability is related to personal characteristics such as flexibility in adapting to the needs of the individual student."

[10]Ibid., p. 31. "The...authors caution that love and understanding are not the key variables in effective teaching. What is needed, instead, is an accurate and firsthand knowledge of the students' concerns, interests, and learning styles."

[11]Gray, p. 11. "Once the professional is on the faculty, a number of things can be done to help equip him for academic life. He can undertake class work in areas

where he feels deficient. He can initiate a self-instruction program of his own by seeking out suggested readings from other faculty members. He can engage in team teaching and cooperative research, joining forces with faculty members who possess talents and experiences different from his own."

[12]John S. Gibson, The Intergroup Relations Curriculum (Medford, Mass.: The Lincoln Filene Center for Citizenship and Public Affairs, 1969), p. 46. "We recommend the following behavioral objectives...: i. to advance the student's positive self-concept... v. to encourage the student to be an active participant in the teacher-learning process in the school.

[13]Ibid., p. 48. "Teachers should view their students as distinct and unique individuals and that the students receive as much individual attention from the teacher as is humanly possible."

[14]Ibid., p. 48. "That the teaching by the teacher maximize possibilities for students to participate with him or her in the teaching-learning process..."

[15]Helen I. Driver. Counseling and Learning through Small Group Discussion (Madison, Wisconsin: Monona Publications, 1962), p. 16. "Not only does the intimate group membership help a client through support, reassurance and frank discussions, but also helps others, since mutual aid is characteristic of the group activity."

[16]Gray, p. 9. "While there is nothing magical about the conferring of a Ph.D. that automatically insures success as a teacher, the process of attaining the degree does enhance the chances of success."

[17]Ibid., p. 11. "The plea here is for the university establishment to recognize that there is more than one route to earning the doctorate, more than one way of achieving acceptable academic performance in journalism education. In short, the successful teaching of journalism requires instructors with professional media experience. The Ph.D. is desirable, but it need not be demanded of all members of the journalism faculty."

[18]Ibid., p. 10. "...the chairman and dean must carefully guide the professional without the normal academic credentials, to make sure that he is not held up in the tenure-promotion track."

[19]Astin, Astin, Bisconti and Frankel, p. 233. "The first step in developing a successful program must be a genuine commitment by the institution to serve low-income, high-risk students. This commitment involves a willingness to alter basic assumptions about the educational purposes of the institution."

[20]Ibid., p. 233. "The benevolent apathy of those outside the (minority) program, that characterized so many of the case study campuses, breeds frustration and resentment in the special students, who all too frequently interpret indifference as hostility."

[21]Gray, p. 9. "The observant practitioner grows to appreciate the limitations imposed by time, space, money, and human fallibility. He also gains insight as to how the media interact with economic, social, political, and intellectual factions of the community. Finally, he becomes familiar with the mores and working language of the press and forms valuable contacts with professions that can help the journalism program in job placement, bringing speakers to the campus, and securing media cooperation on research."

FOOTNOTES - Section III

[1]Harry B. Anderson, "Many Colleges Find It's Difficult to Recruit Minority Students Now," Wall Street Journal, Sept. 12, 1973. "The nation's colleges are finding it difficult to recruit blacks and others from minority groups. And at least some schools aren't trying very hard. Both these facts represent turnabouts from just a few years ago. Spurred by the civil rights movement, predominantly white colleges and universities began scouring the country in the early 1960s in search of students from minority groups, and the schools met with much success. Between 1964 and 1970 the number of black students on mostly white campuses increased by 173%, from 114,000 to 310,000."

[2]Ibid. Anderson cited several factors for the cooling of the courtship between universities and minority students: "Uncertainty of federal financial aid; a belief among some educators that the pool of 'qualified' minority students is drying up. A lack of pressure on the schools. And disappointment in some quarters after recruiting efforts failed to solve the nation's social problems."

[3]Helen S. Astin, Alexander W. Astin, Ann S. Bisconti and Hyman H. Frankel, Higher Education and the Disadvantaged Student (Washington, D.C.: Human Service Press, 1972), p. 91. "...black student associations, as well as athletics, attracted fairly large numbers (of students)."

[4]Ibid., p. 235. "Statements for written and oral presentation should be prepared to explain the goals, philosophy, and approach of the program and the ways in which it is designed to serve the needs and interests of the participants."

[5]Ibid. "Students--particularly those who were themselves recruited--frequently make the best recruiters. They should be used in formulating and writing recruitment literature and in planning strategies."

[6]Ibid. "Not only program staff but also community representatives and agencies--public school teachers, counselors, probation officers, community action agencies, and so forth--should take an active role in recruitment."

FOOTNOTES - Section IV

[1]Robert L. Williams, "Gamble on High Risk Students: How It is Working," American Association of University Women Journal, May 1969, pp. 173-76. As quoted in Helen S. Astin, Alexander W. Astin, Ann S. Bisconti and Hyman H. Frankel, Higher Education and the Disadvantaged Student (Washington, D.C.: Human Service Press, 1972), p. 28. "The negative impact of mandatory counseling was remarked on by Williams."

[2]Helen Driver, Counseling and Learning through Small Group Discussion (Madison, Wisconsin: Monona Publications, 1962) preface. John Dewey said: "Since learning is something that the pupil has to do himself and for himself, the initiative lies within the learner. The teacher is the guide and director; he steers the boat, but the energy that propels it must come from those who are learning."

[3]Astin, Astin, Bisconti and Frankel, p. 244. "In the case of foreign students, international clubs and organizations have been established and dormitories and other campus facilities set aside where they can congregate together, thus achieving the security and sense of belonging that the company of others can provide. By the same token, special facilities can be provided for the socializing of minority-group disadvantaged students."

[4]Ibid., p. 178. "If counseling is to be successful and have positive impact, then the counselor must intervene by attempting to change the student's life rather than just his attitudes and behavior 'through verbal and other vicarious experiences.'"

[5]Ibid., p. 29. "The disadvantaged are oriented more toward immediate and tangible goals and rewards than toward remote and intangible ones."

FOOTNOTES - Section V

[1]Helen S. Astin, Alexander W. Astin, Ann S. Bisconti and Hyman H. Frankel, Higher Education and the Disadvantaged Student (Washington, D.C.: Human Service Press, 1972), p. 29. "When Blacks are allowed to take only noncredit courses the implication is that they, rather than the institution have failed. Remedial courses require just as much effort as regular course work."

[2]Norman G. Van Tubergen, "AEJ should spur organizations to establish more programs," Journalism Educator (Minneapolis, Minn.: Association for Education in Journalism, 1972), p. 11. "There is little doubt that in these areas where agility at a technical skill must be combined with sound experienced judgment, the internship has proven to be a valuable educational device."

[3]Astin, Astin, Bisconti, and Frankel, p. 242. "Work-study should be designed to: 1. Reinforce the student's academic activities, 2. Confirm that higher education is practical--and necessary--in a rapidly expanding technological society, 3. Assist financially the student who is usually unable to support himself, 4. Provide the student with opportunities for vocational exploration and experimentation, especially in public and community service, 5. Increase the student's understanding of the city or the community through direct participation in its services, 6. Help to improve the scope and quality of community services.

[4]Ibid., p. 243. "The student should not be thrown into a work situation without preparation or guidance. The agencies which participate in this component of the program should be asked to arrange for on-the-job training and supervision. All staff and curriculum planners--especially those who are familiar with the community and who have contacts with community leaders and with youth organizations--should engage in the initial development of this component and it its subsequent expansions and adaptations."

[5]Ibid., p. 246. "A program, if it is to serve its participants effectively, must have built into it a mechanism for chantem, one which can be activated by students as well as by administrators and faculty. Continuous evaluation can identify needed changes."

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